

**ORGANISATIONAL CLIMATE AND TEACHING EFFECTIVENESS IN SECONDARY
SCHOOLS IN ABA NORTH L.G.A, ABIA STATE**

BY

**EZE, LAUREL
(NTI/PGDE/2019/650)**

DECEMBER, 2019

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**A THESIS SUBMITTED TO THE NATIONAL TEACHERS INSTITUTE, KADUNA IN
AFFILIATION WITH NNAMDI AZIKIWE UNIVERSITY, AWKA, ANAMBRA STATE,
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CERTIFICATION

This is to certify that this project was carried out by Laurel Eze and was approved by National Teachers' Institute, Kaduna and Nnamdi Azikiwe University, Awka, Anambra State.

Mrs., Okoye, N.R. ----- -----
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Dr. (Mrs.) Egu, R. H. N
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(State Coordinator) SignatureDate

DEDICATION

This project is dedicated to my father Sir, E, C J Adima of the blessed memory for the educational foundation he laid that has grown to this height.

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To my lovely Mother Mrs. Rosamond O. Adima – the Newest American Citizen and a Great Nigerian Hard Worker, you are the Best Mum ever. To all my siblings Chuks Adima (Dedem), Augustina Akudo Obi (Adannem) and Solomon Adima (Dee Solo), you are all my Pride.

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Laurel Eze.

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Abstract

This study investigated the influence of Organisational Climate on Teaching Effectiveness in Aba North L.G.A. of Abia State. Four Research Questions and four Hypotheses guided the study. Literature were Reviewed under conceptual framework, Theoretical framework and Empirical studies.. Descriptive Survey Research Design was employed for the study. A random sample of 194 teachers drawn from a population of 202 was used for the study. A 20-item structured questionnaire with reliability co-efficient of 0.75 was used for data collection. Data were analysed using mean and z-test conducted at 0.05 probability level. Findings revealed that school climate influences the general attitude and work behavior of teachers. It also revealed that open and engaged school climate are the environment suitable for teacher in order to perform their work effectively. It was recommended that seminars and workshops should be frequently organized in the school to help improve the professional growth of the teachers.

Key Words: Organisational Climate, Open Climate, Closed Climate: Engaged climate:

Disengaged Climate:

CHAPTER ONE

INTRODUCTION

1.1: Background of the Study

There have been many attempts at explaining what Organisational Climate is. For this research, the explanation by Litwin, Stringes, Hoy and Miskel (2005) in Onuoha (2014) will be adhered to. The authors reviewed Organisational Climate as a set of measurable properties of a work environment based on the collective perceptions of the people who live and work in the environment and demonstrated to influence their behaviours. Similarly, Bossert, Dwyer, Rowan, Lee and Etuk (2005) in Onuoha (2014) referred to Organisational Climate as “Work Milieu” or the prevailing atmosphere surrounding the Organisation.

The School is an Organisation and there are some conditions in the school setting that influence the general attitude and work performance of teachers. One of these conditions is the school climate. School Climate is a broad term that refers to the perception of the general work environment of the school. These include perception of the formal organisation, informal organisation, personalities and participants and how organisational leadership influences them. Perception of the school climate influence the behaviour of the organisational participants based on their collective behaviour or behaviours in the school.

Schools like other Organisations exist for the purpose of accomplishing predetermined goals. They have participants who interact and relate with one another in a way that will ensure the successful realization of the set goals. The interaction pattern and attitudes of the participants greatly affect the internal functioning of the organisation resulting in the development of a culture which is particular to it. Attitudes are shaped by the prevailing work condition and

attainment of goals while negative attitude tend to negate efforts geared towards goal attainment. This makes it important that members of any group should develop positive attitude towards one another in order to enhance the realization of the organisational goal (Michael 2010).

School Climate makes administration effective and ineffective. Effective school climate creates the enabling environment for learning to take place. It also creates healthy relationship between the principal who is the administrator and his/her teachers. According to Hoy, Smith and Sweetland (2002) in Precious (2016), Climate is considered as the measure of an individual relationship with supervisors and other employees in the work environment. They also see it as the internal characteristics of a school that distinguishes one school from another. Therefore, School Climate as the condition of the Organisation set up such as school system, perceived directly or indirectly by the people who work in the school to a great extent influences the general attitude and work behaviours of the teachers. These conditions and their influences affects positively or negatively the achievement of the goals of that school. School as a social organisation employs teaching and non-teaching staff in the educational system. These staff have their individual characteristics and differences.

The climate of a school is a function of the leadership style of the principal and supervisory techniques he or she applies. The most acceptable definition of the school administrators job in the school organisation involves getting results through people, so the administrator is therefore a person who organizes other people to obtain a desired result. To achieve this, he or she must successfully predict their actions. His / her decision on how to control situations will then be based on accurate predictions. The idea of this is to create a conducive climate for the employee.

In most cases, the behaviour of the principal to a large extent shapes the climate(environment) of the school (Okorie, 2000; Uche 2000 in Precious 2016). Leadership style more often than not determines how the teachers often behave in the school. If he or she creates an atmosphere that is conducive and encourages cooperation and participation of all staff, then he/she wins the confidence of his/her subordinates. But if he/she creates a tensed and unsatisfactory atmosphere, he/she loses their co-operation with him/her and among themselves. This will affect the performance and general output of the school.

Teachers will prefer to work with a principal who is interested in both the teachers and school work and attempts to involve them in decision projects and plans that concern the welfare of the school. In the school situation however, the position of a teacher is still regarded as very important and crucial because according to Dubcy (2014), a teacher is a person who makes deliberate efforts to impact positive knowledge, attitude and behaviour to his pupils and to the society at large. They are among the main determinants of the quality of any educational system.

Merlo, Hartel, Manu and Hirst (2002), in Precious (2016) examined how negative events impact on team climate relates to performance. Based on the results, team climate had a positive relation with team performance, teachers' overall perception of their motivation and behaviours in school. Therefore, the organisational climate of a school could be said to be closely related to the teachers behavioural response to management practices.

Halpin and Croft (2005) in Onuoha (2016) suggested that for openness of the school climate might be a better criterion for measuring the schools' effectiveness than any other criterion. But since the concept of teaching effectiveness is complex, highly dynamic and multi-dimensional, we should hesitate to speak of teaching effectiveness except in relation to particular situations. As a teacher moves from one topic to another, the demands upon the teacher vary and

teaching effectiveness can be expected to vary also. So, effectiveness may differ between teachers, pupils, situations, programmes, objectives and contents.

However, the atmosphere of a school has a major influence on organisational behavior and since school administrators(principals) can have significant influence on the development of personality of its schools, it is important to investigate the influence of organisational climate of a school on teacher effectiveness.

More so, it is assumed that a favourable school climate would bring out the best in students. An open climate with these characteristics(interpersonal relation) is likely to produce a work environment that promotes effective joint action towards task accomplishment. On the other hand, closed climate will undoubtedly produce a work environment characterized by hostility and suspicion which will certainly not promote the cooperative efforts needed to improve teaching and learning.

A survey on our schools today show that most of our schools especially in Aba North Local Government Area, still adopts this system of closed climate making the principal to always be in conflict with the teachers. It is important that principals endeavor to develop a climate in which teaching supervisors and administration interact openly and cooperatively, thus reducing conflicts and other management challenges. This will bring out a change in our school climate from closed to open where the administrators, the staff and the students will interact freely and cordially. Also, the principal should see the staff as professional colleagues capable of performing their duties effectively and willingly with little or no supervision.

An open organisational climate is expected to demonstrate cooperation, respect, justice, collaboration, love, fair play, support and trust to the members of the organisation. In this type of

climate, the teachers and the principal work collaboratively and cooperatively. The teacher is happy and is not inhibited from putting in his/her best. Such climate makes teachers to love, care and also assist students in their learning.

It is based on this background that the study was designed to determine the influence of organisational climate on teaching effectiveness in secondary schools in Aba North L.G.A of Abia State.

1.2: Statement of the Problem

The participation of students in national and International competitive examinations such as Senior School Certificate Examinations (SSCE), conducted by West African Examinations Council (WAEC), National Examinations Council (NECO), and Universities Matriculation Examinations (UME) or Joint Admissions and Matriculation Board (JAMB) has been a thing of regret. Teachers negative attitude to work such as lateness to school, non-writing of lesson notes, poor class attendance, poor classroom management, poor students' evaluation, irregular involvement in school discipline by teachers, poor record keeping, teacher absenteeism and lack of commitment in school activities all of which are indices of ineffectiveness might have been caused by non-conducive working environment.

Since the school climate of an organisation is a product of people who comprise it, the environment or climate could be favourable or unfavourable as it affects the teachers moral. Hence, it is the responsibility of the school administrator to create a conducive atmosphere for the teacher to be effective in their job performance. A cursory look at some schools in the Local Government Area (LGA) Portrays an ugly situation. Many a time, teachers are in conflict with

the principal and among themselves. Given the backdrop of these problems in our secondary schools, the pertinent issue may be to ascertain if a teacher is a productive worker.

Some other schools in the L.G.A portray a situation where the atmosphere is uncondusive and teachers lacking interest in carrying out their duties of teaching and guidance. In fact, a teacher's teaching effectiveness affects the performance of the students either positively or negatively. When a teacher is properly motivated, a conducive atmosphere exists, the productivity in terms of students' academic performance and other educational goals will be greatly achieved. Given this backdrop. The problem of study put in question form is "can the problems of teacher ineffectiveness in teaching be solved by creating a conducive school climate?"

1.3: Purpose of the Study

The study was designed to investigate into Organisational Climate and Teaching Effectiveness of Secondary Schools in Aba North L.G.A of Abia State.

Specifically, the study sought to achieve the following objectives

1. Examine whether open school climate has influence on teaching effectiveness.
2. Examine whether closed school climate has influence on teaching effectiveness.
3. Examine whether engaged school climate affects teaching effectiveness.
4. Examine whether disengaged school climate affects teaching effectiveness.

1.4: Research Questions

The Research questions that guided this study are as follows; -

1. To what extent does open school climate influence teaching effectiveness?
2. To what extent does closed school climate influence teaching effectiveness?
3. To what extent does engaged school climate influence teaching effectiveness?
4. How does disengaged school climate influence teaching effectiveness?

1.5: Research Hypotheses

The following null hypotheses tested at 0.05 level of significance were formulated to guide this study;

H₀₁: There is no significant difference between the mean rating scores of male and female teachers on the influence of open school climate on teaching effectiveness.

H₀₂: There is no significant difference between the mean rating scores of male and female teachers on the influence of closed school climate on teaching effectiveness.

H₀₃: There is no significant difference between the mean rating scores of semi-urban and urban teachers on the influence of engaged school climate on teaching effectiveness.

H₀₄: There is no significant difference between the mean rating scores of semi-urban and urban teachers on the influence of disengaged school climate on teaching effectiveness.

1.6: Scope of the Study

This study limits itself to identifying whether school climate influences teaching effectiveness with special interest to teachers of secondary schools in Aba North Local Government Area. The Content Scope covered School Climate(Independent Variable) and

Teaching Effectiveness (Dependent Variable). The sub-variables covered in the work are open climate, closed climate, engaged climate and disengaged climate.

1.7: Significance of the Study

The incursion into the concept of Organisational Climate and Teaching Effectiveness in our Secondary education will be of immense benefit to all stakeholders of secondary education like the State Education Management Board(SEMB), principals, teachers' students, parents and the larger society who establish the schools and also employers of labour.

For the school administrators practically, the study will help them to know the rules and principles underlying their roles so as to be held accountable for their actions and activities. For the success of any school, effective performance of teachers is very important and existence of cordial relationship between the principal, teachers and students is also essential.

A positive school climate is recognized as an important target for school reform and improving behavioural, academic and mental health outcomes for students. Specially, schools with positive climate tend to have less student discipline problems, aggressive violent behaviours and fewer high school suspensions.

The finding of this study will give Aba North Local Government area an insight on the speed to support to the activities of the teachers in teaching and learning process by ensuring that all the variables presented in the study are effected as to bring high teaching productivity.

This study would make the principal to realize the position of teachers and their own position as administrators in order to establish a good working relationship between them and their teachers. This will promote and encourage cooperative efforts and the achievement of goals of the educational system. The findings of the study will also make the school principles to be

dynamic in their leadership approach. The study is expected to bring about a change in our school climate from closed to open climate where the administrator (principal), teachers and students will interact freely and cordially.

The study will further enable parents to help the school administrators to enforce discipline. It will also help the teachers change their perceptions and be motivated in putting in their best which invariably will contribute to the reduction of students' failure rate in both internal and external examinations. More so, students will benefit by applying themselves to serious academic studies for high performance in and out of school.

Moreover, the study will go a long way to provide information to researchers thus contributing to an existing body of knowledge in the areas of organisational behavior, quality of work life and work climate in our secondary schools.

1.8: Operational Definition of Terms

For the purpose of this study,

Climate: Climate is considered as the measure of an individual relationship with supervisors and other employees in the work environment.

Organisational Climate: refers to a set of properties of the secondary school environment perceived directly or indirectly by the teachers that is assumed to be a major force in influencing teachers' behavior.

Teaching Effectiveness: is the level of commitment and results achieved by secondary school teachers in the performance of their duties.

Openness of School Climate: is the extent to which the school is operating an open-door policy to staff, students and other stakeholders.

Administration: as applied in this context refers to the various efforts of the school principals towards ensuring that teachers are stimulated to perform effectively, using the available resources in realizing the goals of teaching and learning in schools.

Performance: is something a person does. Performance of teachers is highly affected by motivation.

Motivation: is the inner state that causes an individual to behave in a way that ensures the accomplishment of goals which explains why people act as they do.

Open Climate: is a climate in which nothing is hidden from the teachers by the school principal and every teacher feels satisfied with his /her work and there is good interrelationship between the teachers, principals and the students which results to a conducive climate for a higher academic performance and teaching effectiveness in secondary schools.

Closed Climate: is the type of climate in which the principal and teachers are displeased with everything while exhibiting lack of commitment to work because of the unfavorable climate for learning which leads to teacher support, instructional motivation and teacher expectation to achievement of goals being low.

Engaged climate: here the principal is highly domineering, personal problems of staff are given attention. It is marked with ineffectiveness by the principal on one hand and professional performance of teachers on the other hand.

Disengaged Climate: is a climate where the principal behavior is open to teacher but the teacher is not willing to accept the principal, decisive, intolerant and uncommitted.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviews the related literature under the following sub-headings, Conceptual Framework, Theoretical Framework, Review of Related Empirical Studies, Summary of the Review Related Literature.

2.1: Conceptual Framework

Concept of School Climate and Types

School Climate refers to the structure of a school which includes the school buildings, the playground equipment, school records, libraries and other material resources necessary in the school for effective teaching and learning process, Mgbodile (2003) in Okoye (2012). He further asserted that school climate describes the environment that affect the behavior of teachers and students. It is the feel of a school by the teachers and students which vary from one school to another. Within the same area, school climate refers to the physical and psychological aspects of the school that are more susceptible to change and provides the condition necessary for teaching and learning.

Murshidi (2008) in Okoye 2014, sees School climate as the atmosphere of school that is made up of the attitude shared by members of sub-groups like students, teachers, other staff and the school population as a whole. It is also defined as feelings and attitude of students, teachers, staff and parents. In another aspect, it is defined as an orderly environment in which the school family feels valued, accepted and scored in the pursuit of the goals of education in the school Chukwunwike (2005) in Okoye (2014).

Types of School Climate

School climate is classified into different types;

- a) **Autonomous Climate:** This describes an atmosphere of complete freedom for teachers to conduct their work and fulfil their social needs as they wish. Leadership act emerges primarily from the group and rather infrequently from the principal. The Principal models enthusiasm and diligence. Both the teachers and the students are happy, safe, valued and wanted. There is no external influence or threat. Teachers have desire to work and are also motivated to high production and ready to learn. There is close relationship between the principal teachers, students and parents. It shows that this type of school is effective and efficient.
- b) **Controlled Climate:** This is an atmosphere of hard work at the expense of social life. The climate tends to be impersonal, highly task-oriented and highly controlled. Thus in most cases, there is no time for interactions with one another and for the students; there is no extra-curricular activities.
- c) **Familiar Climate:** is an atmosphere of sociability at the expense of task performance. This is also known as Laissez-faire type of climate. Teachers are committed to work but they maintain close relationship with the principal, very little is done to control or direct the teachers towards goal achievement. It requires careful supervision to ensure effective improvement of the school

Factors That Influence School Climate

There are many factors that influence school climate, among them includes the principal's administrative type. Administration as applied in this context refers to the various efforts of the school principals towards ensuring that teachers are stimulated to

perform effectively, using the available resources in realizing the goals of teaching and learning in the schools. The success or failure of the school hinges on the ability of the principals to ensure that everybody is carried along in pursuing the common goal of achieving better instructional delivery and welfare of teachers and students in the school system. Halpin (2005) in Precious 2016, notes that the major duty of the friendly environment in which the degree of teachers' interaction with each other and the school authority is conducive for teachers to put up their best in service and enjoy the performance of their functions. School principals are therefore to involve effective motivational strategies that will not only make the school to be conducive for everyone, but congenial for all to stay and work in relative comfort and security. This implies that the democratic style of administration that will encourage active participation of teachers in the affairs of their school. Mgbodile (2003) in Okoye(2012) states that the principal should use administrative style that will give the teacher sense of belonging, co-operation and commitment towards the achievement of the school goals. This will not only encourage the motivation of teachers but will enhance healthy climate in the school.

Ensuring effective communication channel in the school is also one of the major administrative roles of the principals in fostering healthy school climate. Effective communication in the school promotes efficient school administration, discipline among the staff, the principal and the students and ensures that the school environment is free from frictions and disharmony.

Discipline also influences the school climate. The principal has to ensure that both the staff and students are well disciplined. He has to ensure that teachers maintain and respect themselves and the students as well obey the ethics of the teaching profession.

Attendance to school should not only be regular but punctual by both the teachers and the students.

Supervision also influences school climate. Teachers should be supervised in terms of their discipline and general behavior in and outside the school. Their classroom or instructional activities must be monitored, mode of dressing, relationship the people especially with students as well as their commitment to teaching. In doing this, the principal should apply sense of decorum and see the teachers as people. He should not address them as objects but has to approach them in a friendly manner. The extent in which the principal uses his leadership disposition in the performance of this supervisory role influences the behavior of the teachers and the atmosphere of the school.

Furthermore, school principals are to know that teachers are in the school to ensure that their personal needs and expectations are to be met. Hence, the extent to which such needs and expectation are met determines their level of motivation to duty. This implies that good school climate is at the heart of motivation in the school. It becomes therefore very imperative that authorities in the school system ensure proper climate so as to encourage their teachers for higher service delivery.

Elements of School Climate:

The National School Climate Centre identified five elements of school climate;

1. Safety: Examples – rules and norms, psychological security, social emotional security.
2. Teaching – Learning: Examples – support for learning, social and civic learning.
3. Interpersonal Relationships: Examples – respect for diversity, social support from peers, social support from adults.

4. Institutional Environment: Examples school connectedness, engagement and psychological surroundings.
5. Staff Relationship: Leadership and professional relationship

Similarly, the Department of Education advocates safety and is supportive of school mode of school domains or features of students' engagement; relationship(respect for diversity and school participation); Safety(social emotional security, physical security, substance use); and the school environment(physical environment, academic environment, wellness and disciplinary environment).

Measuring Organisational Climate

Given the importance of positive organisational school climate for students and educationists, it is essential for schools to monitor school climate on a regular basis. Several tools have been developed to assess students, parents and educator perspectives on school climate.

The National Centre on State Supportive Learning Environment has created an online compendium of research – based school climate measures' including surveys to be completed by students, parents and educators. One of such measures included in the collection is the California Healthy Kids Survey (CHKS), which assess school connectedness opportunities for meaningful participations and perceptions of safety across elementary, middle and high school.

The Comprehensive School Climate Inventory (CSCI) also measures multiple element multiple elements including an orderly school environment, school facilities, class size, student achievement, collaboration within the school and instructional practices. Other assessments such as communities that care for youth survey, gather data on school community, family and peer

risk and protective factors related to the perception of school climate. There have been relatively few observational tools developed to measure school climate, although measures of social engagement and Student – Educator interactions may be top into aspects of school climate (Pinata 2008). When assessing school climate, educators should consider the following key factors:

- 1) Choose a reliable and valid assessment: School Climate has multiple features such as safety, interpersonal relationship, school facilities, class size, physical environment. Thus, survey instruments should reflect the multidimensional nature of the addresses, the emotional, physical and behavioural aspects of school climate.
- 2) Assess annually: School Climate should be assessed on annual basis; thus survey should be quick, easy administer.
- 3) Survey across perspectives: in order to get a comprehensive view of the school, multiple perspectives need to be assessed. Students, teachers, administrators and educational support professionals should be involved in school climate assessment.
- 4) Communicate findings: share the results to the school community. School-wide presentations, community discussions, Parent Teacher Association (PTA) meeting, presentations and classroom discussion will help gain buy-in for school climate initiatives and future planning.
- 5) Take Action: A core reason for collecting data on school climate is to use it to guide decision – making related to the selection of evidence – based approaches for improving school climate and more broadly, for informed school improvement efforts which will match the school unique needs.

- 6) Repeat: Re – assess the school climate annually, celebrate improvement and plan for the next phase of school culture enhancements.

Generally, once school climate is measured, the school identifies areas for improvement, teachers need to consider ways to change the school norms, values and expectations. Griffin (2005) in Okoye (2012), explored that the performance of a teacher is determined by three factors – motivation, work environment and ability to do work. This implies that motivation is at the heart of the teachers work performance. To ensure teacher motivation and job satisfaction, authorities are to provide teachers with a full unit of work whose end product can be easily accessed by the teacher to judge himself in his performance.

Since performance is something a single person does, performance of teachers in schools is highly affected by motivation. When teachers are motivated, their performance automatically reaches a high level. In schools, teachers' performance can be mapped well through organising training programmes for the teachers which will make them motivated and their confidence also increases. Chandrasekar (2011), examined that the workplace environment impacts on employee morale, productivity and job performance both positively and negatively. If the work place environment is not liked by the employees, they get demotivated and their performance also affected. Poorly designed work timing, unsuitable authorities or duties, lack of appreciation and lack of personal decision-making opportunity. People working in such environment are not satisfied, they feel stress on themselves and it has impacts on employees' job performance.

In another research, Adeyemi (2010) investigated the relationship between the leadership style of principals and teachers job performance in secondary schools. He

found that the principals mostly used Democratic Leadership styles as compare to Autocratic style. It was the most commonly used leadership style by principal in the schools. His study also determined that there is a direct relationship between leadership style principals and teachers job performance. His study concluded that the performance of teachers is better in those schools where principals are having autocratic leadership styles as compared to those schools where principals are having democratic style of leadership. Thus, the autocratic style is the best style of leadership that can improve the productivity and performance of teachers in schools. He also recommended that the principals should use both autocratic and democratic leadership styles in their schools from situation to situation in order to improve teachers job performance. In certain situation, they could apply autocratic style where it is applicable while in some situation, they could use the democratic style.

The Concept of Teaching Effectiveness

Although many researches have been conducted on the concept of teaching effectiveness, a universal theoretical conceptualization of the phenomenon is generally lacking. Nevertheless, Blaise(1982)attempted a definition of teaching effectiveness as “the achievement of instructional, moral and counselling outcomes with students”. While Obanya and Onocha (1984) on the other hand saw teaching effectiveness as “the change which takes place in knowledge, attitudes and behaviours of individuals and communities as a result of teacher involvement”.

In the opinion of Avalos (1985) and of Ali(1992) in Onuoha (2014) however, the concept of teaching effectiveness means different things in different situations. Three kinds of teacher behaviours which are usually stressed in the conceptualization of teaching effectiveness

according to Avalos (1985) include “measurable observed behaviours, non-quantifiable modes of communicating to others or interacting in the classroom, and are present or transferable actions o, skills, beliefs and commitment”. Asking of higher order questions and tackling problems in teaching –learning situations in a given manner constitute more qualities of an effective teacher (Ali, 1992). As a corollary, students’ behaviours which constitute evidence of teaching effectiveness include the acquisition of basic cognitive skills, the development of higher order intellectual activities and the awareness of the social world or evidence of social skills Avalos, 1985).

Umennadi (2007) discussed what conditions constitutes teaching effectiveness under the following: teacher liveliness and friendliness, neatness, teacher emotional stability/composure, neatness, power of communication. All these fall under teacher personality with students.

Teacher Personality with Students

Teacher friendliness with students may include according to Okafor (2006) having genuine interest is students, recognizing and dealing with students’ problems inside the classroom, respecting students, being approachable and accessible, great concern for students’ progress, sense of humour, amusing, warm, kind and sympathetic, praise correct answers with observation based on the answer that was correct, provides a warm classroom climate and other such related behavior.

Students are always at home with teachers that are friendly. This is because warmth relationship enables students to pay close attention to lessons. For example, when correct answers are given to questions in class, the teacher could praise the students and if noise is emanating from an angle of the classroom, the teacher rather than shout at students could tap

gently on the table and the noise subsides. Therefore, the teacher in the discharge of his/her duty creates a warmth relationship that enables classroom attentiveness, productivity and achievement.

Teachers are expected to be always neat and tidy in appearance and behaviour. The wears they put on whether in the classroom or outside the classroom speaks volume of them and may impart positively or negatively on the students. If for instance they appear unkempt or tattered, the students in the lecture room may be thrown off balance such that it will hamper learning. If female teachers put on clothes that are transparent and expose the sensitive parts of their bodies, the students instead of listening attentively to the lectures being delivered to them will be rather busy feasting their eyes lustfully on the teacher's exposed sensitive parts of the body like the breasts or armpit. You will not be surprised to find some very busy drawing these parts of the body on their exercise or notebooks instead of writing down notes gotten from the lecture.

Teachers need to keep their hairs, clothes, nails, shoes, mouth etc. always clean. When teachers are neat, the students psychologically are better induced to listen, write and read along with the teacher (Aluko and Ajibade, 2002).

Emotion has to do with feelings of any kind; love, joy, hate, fear, jealousy anger and so on. For Okafor (2006), ability to control these emotions whether they are externally or internally built-up at any point in time is called "emotional stability". Emotional stability or composure of a teacher may be affected by students unruly behaviour, disorders, his inability to maintain and effect discipline, anger, ill health uncontrollable class noise, students abusive behaviour, can make the teacher emotionally unstable. Teachers need to have good coping skill to checkmate emotional disturbances. They need to be cautious having known what would lead to it. Teachers that are emotionally stable and composed need not lose their temper in class. He will keep calm

not minding provocative students behaviour. He will tolerate members of his/her class with their individual differences. They need to be emotionally strong in spite of all difficulties and problems he/she encountered in life and in the classroom for there to be optimal learning achievements on the part of the students. When they have mastery over their emotional state, they can easily help students overcome their emotional problems.

Communication does not take place unless they receive correctly, interprets the information being transmitted to them. We see from this then that communication in teaching-learning situations will be successful to the extent to which the teacher in the classroom and the learner – student have a very similar comprehension of the content of the message possession. Possession of the teaching methodology is not enough where the language capability of imparting through learning is deficient. Communication is very much needed in learning. It helps greatly to boost students' learning achievement.

However, the following have been indicated in the literature as an important criterion for teaching effectiveness. Teacher cognitive skills were indicated by (Taylor, 1973); teaching method abilities were indicated while teachers' relationship with students were recommended by (Taylor 1973, kleindfield 1975).

Teaching Commitment

Teachers who are committed see it as part of their professional Identity, it defines them and their work and they get a lot of enjoyment from this (Nwaogbo 2005). When a teacher is committed in his profession, he/she see it as a life-long career, a job he/she commits twenty-four hours of his income in a day. The students see the teacher as a mirror to view the society and a model for standard behaviour in the society. He/she may now imitate and copy the teacher's way

of life, speaking, walking, mannerism, conduct and attitude and such behaviours and copying make sustainable social development (Nwaogbo, 2005).

Instructively, teachers who today engage in private business and petty trading are considered as being not committed. Government need to employ committed teachers for the teaching profession not just any Tom, Dick or Harry (Agbasimalo, 2001).

Teacher Certification/Qualification/Knowledge of the Subject Matter

The mistake of the past where every unemployed able-bodied person who could read ABCD were drafted into teaching should not be repeated again. Before ever a teacher starts to teach, he/she must be admitted into the profession by an award of Certificate in Education by a competent and recognized institute, College of Education or University (Abraham and Obasi, 2004). The attempt on teacher certificate is a good step in the right direction to improve teaching effectiveness in our national schools.

Akinsolu (2010) cited Lassa (2000) and Guga (1998) that education cannot be provided by just anybody, it requires a teacher who plans and delivers the lessons or instruction in such a way that objectives can be achieved. An uncertified teacher cannot prepare students for WASCE/GCE because it is unlikely that they could pass. Corroborating this, Owolabi (2007) stated that government should find all possible means to retain veteran and experienced teachers who are still willing to serve so that they can contribute their wealth of experience to improving the system.

Also, it is a plus to a teacher who knows his/her subject matter very well, this could enhance teaching effectiveness and contribute in the performance of students both in national and international examinations and would go a long way in reducing failure rates. Sadker and

Sadker (1997) observed that effective teachers know their subject matter, organized it and spend major part of the class time on academic activities, structure learning experiences carefully and clearly present both direction and content information, maintain high student interest and engagement, ensured that students had sufficient time to practice skills, involved all students in discussion, asked both higher and lower level questions as appropriate to objectives of the lesson, use adequate wait time, provide clear feedback, teach content at a level that ensured a high rate of success, vary students activities procedures, hold high expectations for students were enthusiastic about teaching. They had record for students and treated them with respect, connected new learning to prior knowledge, develop rather than shallow knowledge and build classroom learning communications. Therefore, to ensure teaching effectiveness, the right caliber of teachers should be employed by school authorities to teach our future generation of leaders.

Teachers Classroom Management

The way and manner a teacher organizes his/her class goes a long way to determine the extent of learning outcomes that students under his/her tutelage will achieve. For instance, where there is noise in the classroom, the teacher in his/her discretion could give a warning look or sign. If he/she is talking and some children are discussing, he/she can pause a little, tap a ruler on the desk or even call the student in question by name.

Hornby (2004) said the concept of management has to do with “control”. Hence, classroom management is used in relation to the control of the classroom for effective realization of the goals of instruction. Idaghe (2007) cited Herc (1997) that classroom management is to the teacher what housekeeping is to the house wife. It involves the careful harmonization of those elements which help to create a good teaching-learning situation. If the classroom is properly managed by the teacher, the students are likely to concentrate and to learn what they are

expected to learn each day as they come to school. Therefore, if there is breakdown in classroom management, teaching will be distorted and teacher cannot hand down knowledge as he may be prepared for them that day. It is important that school authorities should insist that teachers take classroom management seriously as this will contribute to teaching effectiveness in our schools.

Teachers Teaching Procedure

Amadi, Orikpe and Osimen (1998) in Egbule (2004) have summarized the methods of teaching to include: lecture and exposition, project, discussion, fieldtrips and excursions, textbooks and supplementary readings, case studies, role playing/discovery/inquiry approach, questioning, individuals approach, laboratory technique, demonstration among others. The way and manner the qualified teacher present his/her lessons to pupils or students matter a lot. There is great diversity in teaching methods and technique, no one method is the best for every teaching-learning situation. Therefore, a skilled teacher does not only use one method in his teaching no matter how short the duration of the lesson may be. The success in the use of any method will depend on factors such as subject matter, the students, the teacher and the environment. The teacher should have the knowledge of these variables which affect the teaching and learning as this will greatly contribute to teaching effectiveness in our nation schools.

Esuh (2012) saw teaching as a calling and as well as an art. Therefore, let those who are called and the interested artists teach our future generation of leaders – students. If one is not motivated, he may not achieve this demand placed on him by the nature of his work. Garuba (1996), teachers are those with the sacred duty of imparting knowledge on those who seek after it (the students). For Akata and Egbule (2004), teachers are not only transmitters of knowledge but also agents of nature, bearers of sacred truth, mentors who help the child to be ready for challenges in the society and to develop positive attitude to his surroundings (Nwaogbo, 2005).

The teacher is an embodiment of knowledge, an encyclopedia of a kind, through which learners derive knowledge. The importance of the teacher in educational set-up is unquestionable since it is the teacher who in the final analysis translates policies into practices and programmes into actions. How he achieves this through teaching matters.

However, it is imperative that management should endeavor to make the school climate conducive so as to get the best out of the teachers. It is good to ensure that teachers are exposed to workshops and seminars that will give impetus to their professional development in the area of their teaching. It is also good that parents assist the school to ensure that the students are disciplined and focused in their studies. No doubt when the environment is favourable, the likelihood that learning outcomes will improve is not in doubt. This will at the same time help to reduce the failure rate of students in their internal and external examinations.

2.2 Theoretical Framework

Examining Organisational Climate and Teaching Effectiveness in Secondary Schools in Aba North LGA of Abia State, this study reviewed series of studies, views and options that are relevant and pertinent to the study. This study was premised on the Individual Effectiveness Theory in (Ukeje, Okorie and Nwagbara, 1992), Herzberg two-factor model and on the Behavioural Science Theories.

Individual Effectiveness theory in Ukeje, Okorie and Nwagbara (1992)

The importance of individual performance and effectiveness has long been recognized by Drucker in 1954. He propounded originally that individual is the dynamic, life-giving element in every business. Without individuals, the resources of production remain resources and never become production. In a competitive economy, above all, the quality and performance of

individuals determine the success of a business; indeed, they determine its survival. For the quality and performance of its individuals is the only effective advantage an enterprise in a competitive economy can have (Drucker 1954).

Similarly, on this subject of individual effectiveness theory (Ukeje, Okorie and Nwagbara,(1992) says: in an organisation whether business, educational and military or religious set-up, is made up of people. To ascertain effectiveness of an organisation of any kind, it becomes necessary to determine the behaviors of individual performance and their effectiveness within the organisation. An individual's behaviour in a working place refers to the concrete actions he/she engages in within the organisation whereas individual effective performance, according to the theory refers to sets of behaviours that will be in tandem with the expectations and demands of the organisation (Ukeje et al; 1992).

It therefore suggests that if two individuals apply the same kinds of behavior at different tasks, the one whose behavior agrees with the demands of the task could be said to be performing effectively. This theory maintains that there is a distinction among behavior, performance and effective performance.

The heart of every organisation is that its members should engage in behaviours that will make them effective in the organisation. Therefore, to understand an individual's effectiveness and the factors

that influence him in an organisation, Ukeje et al, (1992) posited that one must understand

- i) the individual's level of motivation for the tasks;
- ii) the internal state of the individual that causes him to engage in effective performance;
- iii) the individual's ability which includes possession of the skills and capacities for effective performance of the job;
- iv) the individual's perception – the way the individual intercept sensory experiences;
- v) the individual's personality – personal traits or characteristics of the individual; and

a wide variety of organisational systems and resources.

These five factors were said to contribute to an individual's effective performance in an organisation. The theory is relevant to the present study in the sense that effectiveness of individuals in an organisation is a critical factor to the success of that organisation. It is assumed that performance and effectiveness should be in tandem with the expectations of the individual and the demands of the organisation (Ukeje, et al, 1992). There is need to ensure according to Ukeje et al that the five factors listed should be met to help personnel perform accordingly.

Consequently, in the school system, the individual teacher is effective to the extent that his output helps in learning outcomes and contributes greatly in the reduction of failure rates in both internal and external examinations. This is how the present study relates to Organisational Climate and Teaching Effectiveness in Secondary Schools in Aba North LGA in Abia State.

Hertzberg's two Factor Model

The two-factor model of satisfiers and dissatisfiers was designed by Hertzberg in 1957. He states that the degree of satisfaction and dissatisfaction organisational members feel as a

result of performing a job are two different variables determined by two different sets of items. The items that influence the degree of job dissatisfaction are called Hygiene or Maintenance Factors, Hygiene Factors relate to the work environment while those items that influence the degree of job satisfaction are called Motivating factors and the Motivating Factors relate to the work itself.

According to Herzberg 1957, when the hygiene factors of a particular job situation are undesirable, organisational members will become dissatisfied. These hygiene factors include company policy and administration, supervision, relationship with supervisor, relationship with peers, working conditions, salary and relationship with subordinates. The motivators include opportunity for achievement, recognition work itself, responsibility, advancement and personal growth. His overall conclusions are that most productive organisation members are those involved in work situations that have both desirable hygiene and motivating factors. He however, listed five factors as outstanding in determining job satisfaction as achievement, recognition work itself, responsibility and advancements.

This theory is related to the present study since it dealt with variables in the present study that are motivation and job satisfaction. These workers are likely to be motivated and provided with good working conditions that will promote their welfare as well as opportunity for achievement and advancement.

The Behavioural Science Theory

This is viewed as the synthesis of the scientific management and human relations theories. Chester Bernard (1938) was of the view that administrative practices should be linked to human behaviours as much as possible. The Behavioural approaches sees management as

primarily a study of group behavioural patterns. The term “Organisation” in this text means system or pattern or group relationship.

According to Chester Bernard in Olumide (2011) in Okoye (2012), the concept is a force of two or more persons of both the classical management and the human relations for effective management of an organisation. Hence, administrators should draw their experiences and knowledge from the various social science subjects such as Psychology, Philosophy, Economics, Sociology etc. for the better understanding of the job performance of workers. The group later develops a tri-dimensional concept of administration involving the three main elements – the man, the job and the social setting. The man element includes the workers physical, intellectual and emotional competence as well as his patterns of behavior. It considers the worker's personality. The job element comprises the job content and the processes of carrying it out. It involves the task to be performed as well as the methods for executing it. The social setting element lays emphasis on the environment and the necessary facilities and condition to make it conducive. The behaviourists believe that increased productivity could only be achieved in an organisation when there is a balance or proper integration of the three elements. Their human behavior is the basis for achieving good organisational management. To them, effectiveness refers to the extent to which the set organisational goals are achieved through the available resources.

Therefore, an organisation which is able to accomplish its set goals without waste of resources is considered to be effective. On the other hand, efficiency, refers to how well a worker performs in the achievement of set objectives. The ability to perform depends on how the worker is satisfied with his work. The implications of this theory is that administrators should be knowledgeable, open, resourceful in management of both human and material inputs in the achievement of organisational objectives. The Behavioural science theory emphasizes the

integration of human and organisational needs for goal achievement. This theory also requires conducive educational environment for the achievement of goals in the school system. Principals in the school require this type of interaction in order to promote school climate and motivate their teacher for effective performance of their duties. This is the relationship of the theory to the current study.

From the above theories, their principles and assumptions, the current study is therefore anchored on the Individual Effectiveness theory in (Ukeje, Okorie and Nwagbara, 1992) and Behavioural Science theory respectively.

2.3 Review of Related Empirical Studies

Some related empirical studies were reviewed. The first of these was the work relevant to the present one. Anyirah (1993) in Okoye (2012), carried out a study on the influence of motivational factors for Business Education teachers in college of Education, Delta State. Questionnaire was the main instrument for data collection. The population of study was 65 teachers, no sampling was done. Data collected were analyzed using mean, frequency and chi-square. The findings of the study include that there are motivational factors and that when made available will give business teachers in Delta State College of Education job satisfaction.

The study also identified that if motivational factors are adequately made available to business teachers, that it would eliminate job dissatisfaction among them. This study relates to the present study in that the study focused on school climate and teachers job performance(effectiveness) which is seen as an encourager for teachers to perform effectively. Hence, motivated teachers in good working school environment are likely to enjoy satisfaction in the schools and be effective.

Alike (1995) in Okoye(2012), in a study on influence of school organisational climate among teachers in Awka Educational Zone made use of a descriptive survey design. The population for the study comprised teachers (2, 11, 9) in the educational zone while the sample size for the study was 330 teachers selected using simple random sampling technique. Questionnaire was used as the instrument for data collection. Mean and Standard deviation were statistical tools used for data analysis. The hypotheses for the study were tested at 0.05 level of significance. The finding revealed that the organisational climate that prevails in secondary schools in Kwara Educational Zone was a closed type. It also found out that those teachers in the zone show negative attitude towards their job. He suggested proper school organisational climate to enable teachers develop good work attitude. The work relates to the current study. School climate is one of the major factors affecting the teachers' performance. Thus, improved good organisational climate will foster teachers' effectiveness and good attitude towards his working conditions.

Obiora(2006) in Ojukwu (2012), carried out a study on improving management of school organisational climate of secondary schools in Kogi State East education. The population for the study was 676. A questionnaire was used as the main instrument. Data was analyzed using mean and standard deviation while t-test was applied in testing the hypothesis. The study revealed that the school organisational climate that existed in Kogi – east secondary school were satisfied with administrative leadership style of the open autonomous and controlled school climates. It reviewed factors that influenced school organisational climate as clean school environment, good aesthetic school environment, cooperation among staff members and parents' supportive behavior. And finally, the eight administrative strategies that could improve school organisational climate were staff development, students' involvement in decision-making,

promotions of staff welfare, fostering team spirit and provision of appropriate and adequate teaching and learning facilities. The work is relevant to the current study since it focused on school organisational school climate which is the main theme of the study.

Murshidi (2008) in Okoye (2012), carried out a study on beginning teachers' perception on the types of school climate in Sarawak. The main purpose was to investigate the type of school climate being perceived by the beginning teachers in Sarawak, the newly and fully qualified teachers in their first year of teaching. He further studied the differences in beginning teachers' perception on school climate in relation to gender, location of school, type of teacher education and age groups. He used a population of 328. The researcher used school climate index. The study revealed that first year beginning teachers perceived that their school have a moderate positive school climate. There was a significant difference in beginning teachers' perception on the type of school climate in relation to gender, types of teacher education and age groups. This present study is related to this review in that school climate was the focus of its efforts.

2.4 Summary of Review of Related Literature

The conceptual framework of the study dealt with the definition and explanations of school climate which is seen as the totality of the school environment that helps motivate the teachers to ensure effective teaching and learning in the schools. Motivation is defined as an encouragement given by the principal to the teachers to ensure effective discharge of their teaching responsibilities in the school while administration is explained at the process of achieving the goals of the school through effective use of both human and material resources in the school and performance is described as something a single person does. The concept of teaching effectiveness was discussed.

The theoretical framework involved discussion on Herzberg's two factor hygiene factors which was discussed as the basis of achieving motivation in the schools. Three theories were used from where this study derived its strength. The individual Effectiveness theory in Ukeje, Okorie and Nwagbara, 1992) emphasize that in an organisation, the individual whose behavior agrees with the demands of the task given to him called could be said to be performing effectively while the Behavioural Science theory discussed, placed emphasis on both the consideration of the needs of the workers and that of the organisation towards goal attainment of the organisation.

The last part of the review dealt with the review of related empirical studies that provided the researcher with the theoretical base on the study. From the reviewed work, it was discovered that much have been done regarding school climate, but such works however, did not highlight the teaching effectiveness in secondary school especially in the local government under study. Therefore, this study is more embracive and a lot wider than those cited before. It is hoped that this study may improve teaching effectiveness in Abia State especially by investigating into organisational climate variables contributed by all three levels of the organisation, the institution itself, leadership/management and variable contributed by perception of the work behaviours of the technical core – being teachers.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter focused on the research design and methods adopted to carry out this study. The chapter presents the following: Research Design, Research Questions, Population and Sample Size, Sample and Sample procedure, Instrument of Data Collection, Validation and Reliability of the Instrument, Procedure for Data Collection, and Method of Data Analysis.

3.1: Research Design

The design adopted for this study is the Descriptive Survey Research Design. This design permits the use of a fraction of a population called the sample and the use of the result got from the sample study to make generalizations about the characteristics of the entire population. It also permits the study of an object in-situ without manipulations of any variable.

3.2: Area of the Study

This study was carried out in Aba North Local Government area of Abia State. Aba North is one of the nine(9) LGAs in Aba Educational Zone. Others are Aba South, Isialangwa North, Isialangwa South, Obingwa, Osisioma Ngwa, Ugwunagbo, Ukwa East and Ukwa West LGAs. Aba North has both Semi-Urban and Urban areas. The Semi-Urban areas are mainly inhabited by farmers and petty traders. Few Civil Servants commute to work daily to these Semi-Urban areas from the town. Students in these Semi-Urban areas most of the time absent themselves from school and go to the market after school to help their parents.

The Urban area comprises of Civil Servant, traders and artisans. Schools in the urban areas are built in close juxtaposition with business enterprises which most of the times generate noise which disturb students while studying.

As in the Semi-Urban areas, many students go to the market to help their parents sell wares to make ends meet. These invariably affect the academic performance of the students directly or indirectly.

3.3: Population of the Study

The population of this study consists of all teachers in the public secondary schools in Aba North Local Government Area. The total teachers both male and female at the present school year according to the State Education Management Board (SEMB) Statistical Report of 2019 was approximately 202 which is made up of 31 male teachers, 169 female teachers, 2 male principals, 6 female principals. This is derived from eight(8) public secondary schools in Aba North LGA.

Table 3.1: A table Showing the Distribution of Principals and Teachers Used for the Study

S/N	NAME OF SCHOOLS	NO OF PRIN.		NO OF TEACH		TOTAL
		Male	Female	Male	Female	
1	Boys' Tech. College 1	1	-	11	28	40
2	Boys' Tech. College 11	1	-	5	18	24
3	Girls' Tech. College 1	-	1	2	24	27
4	Girls' Tech. College 11	-	1	2	21	24
5	Ogbor Sec School	-	1	1	20	22
6	Okigwe Rd. Prim. Sch.	-	1	1	17	19
7	Osusu Com. Sec. Sch.	-	1	4	18	23
8	Umuola Egbelu Com. Sch	-	1	5	17	23
	TOTAL	2	6	31	163	202

Source: SEMB Zonal Office Aba, 5/09/2019

3.4: Sample and Sampling Procedure

The entire population of 202 was used for the study. This is because, the researcher felt that the population is manageable. This is known as purposive sampling.

Instrument for Data Collection

The Instrument for data collection is a 20-item Structured questionnaire in 4 clusters. It is titled "Organisational Climate and Teaching Effectiveness Questionnaire" (QCTEQ). Each cluster was designed to collect data relevant to a particular research question. Each cluster contains 5 items. The response option used in designing the instrument is the 4-point scale of Very Great Extent (VGE) 4 points, Great Extent (GE) 3 points, Low Extent (LE) 2 points and Very Low Extent (VLE) 1 point for positively cued items and the reverse for negatively cued items.

3.6: Validation for the Instrument

The data collection Instrument was both Face and Content validated by the researcher's supervisor and two other experts. One of whom is in Measurement and Evaluation and the other in Educational Management and Planning of the National Teachers' Institute. The comments and observations of the experts were considered in preparing the final draft of the instrument

3.7: Reliability of the Instrument

To obtain the reliability of the instrument, 20 copies of the questionnaire was administered to some respondents in Aba South LGA. The Cronbach Alpha Reliability Method was used to calculate the coefficient which stood at 0.75. this figure is high enough and means that the instrument could be used for the study.

3.8: Administration of the Instrument

The Instrument was administered by personal hand delivery by the researcher herself. She waited and collected the ones that were ready the same day. She went back on agreed date and collected the ones that were not yet ready the first day. By this method, she was able to ensure hundred percent questionnaire return.

3.9: Method of Data Analysis

The data collected were analysed using mean and z-test. A mean of 2.50 was used to answer (the mean of the 4-point scale used in drafting the instrument) three research questions. The z-test conducted at 0,05 level of significance was used to test the hypotheses. All the results were put in tables.

CHAPTER FOUR

DATA ANALYSIS AND RESULTS

4.1: Analysis of Research Questions

Research Question One

To what extent does open school climate influence teaching effectiveness?

Table 4.1. Results of Data Analysed on Open School Climate and Teaching Effectiveness

S/N	Open School Climate	VGE	GE	LE	VGE	TOT	X	R/A
1.	The Principal relates cordially with the teachers in my school by complimenting them in their works	168	240	100	30	538	2.66	A
2.	The Principal in my school listens to and accepts suggestions from teachers	204	300	60	21	505	2.90	A
3.	In my school, the staff relate cordially with one another	240	294	80	3	617	3.05	A
4.	The Principal uses constructive criticisms to correct the teachers	232	303	76	5	616	3.05	A
5.	Teachers in my school disrespect the professional competencies of the principal	120	66	200	50	436	2.16	R
	Cluster Mean						2.76	

A = Accepted R = Rejected

Results of data analysis presented in table 2. Show that open school climate influences teachers teaching effectiveness to a great extent. This was observed from the cluster mean which had a mean of 2.76. From the table, the principal relates cordially with the teachers in my school by complimenting their works had a mean of 2.66 and was accepted. The principal in my school listens to and accepts suggestions from teachers had a mean of 2.90 and was accepted. In my school, the staff relate cordially with one another had a mean of 3.05 and was accepted. The principal uses constructive criticisms to correct the teachers also had a mean of 3.05 and

was accepted. Teachers in my school disrespect the professional competencies of the principal had a mean of 2.16 and was rejected.

Research Question Two

To what extent does closed school climate influence teaching effectiveness?

Table 4.2. Result of Data Analysed on Closed School Climate and Teaching Effectiveness

S/N	Closed School Climate	VGE	GE	LE	VLE	TOT	X	R/A
6.	My school principal monitors everything teachers do.	160	180	140	32	512	2.53	A
7.	The principal is rigid, harsh and domineering.	120	150	80	62	412	2.04	R
8.	The principal in my school is an autocratic leader.	120	120	120	72	432	2.14	R
9.	My principal maintains social distance from the teachers.	156	196	144	26	521	2.58	A
10.	The behavior of teachers in my school is annoying.	100	120	104	85	409	2.02	R
	Cluster Mean						2.26	

Table 3. shows that the respondents agreed to a low extent that closed school climate influences teachers teaching effectiveness. This was observed from the cluster mean which had a mean of 2.26. From the table, the principal monitors everything teachers do had a mean of 2.53 and was accepted. The principal is rigid, harsh and domineering had a mean of 2.04 and was rejected. The principal in my school is an autocratic leader had mean of 2.14 and was rejected. My principal maintains social distance from the teachers had mean of 2.58 and was accepted. The behaviour of teachers in my school is annoying had a mean of 2.02 and was rejected.

Research Question Three

To what extent does engaged school climate influence teaching effectiveness?

Table 4.3: Results of Data Analysed on Engaged School Climate and Teaching Effectiveness

S/N	Engaged School Climate	VGE	GE	LE	VLE	TOT	X	R/A
11.	In my school, teachers are open to each other and satisfied with their work	280	240	100	2	622	3.08	A
12.	The principal cares about the welfare of the teachers in my school.	240	240	120	2	602	2.98	A
13.	The principal of my school is rigid and autocratic	140	120	120	67	447	2.21	R
14.	The principal in my school is ineffective in controlling his/her teachers.	120	90	80	52	442	2.19	R
15.	Teachers in my school do not support their principal.	120	150	100	62	432	2.13	R
	Cluster Mean						2.52	

Results of data analysis presented in table 4 show that the respondents agreed to a great extent that engaged school climate influence teaching effectiveness. This was observed from the cluster mean which had a mean of 2.52. it was observed that teachers are open to each other and satisfied with their work had a mean of 3.08 and was accepted. The principal cares about the welfare of the teachers had a mean of 2.98 and was accepted. The principal is rigid and autocratic had a mean of 2.21 and was rejected. The principal is ineffective in controlling his/her teachers had a mean of 2.19 and was rejected. The teachers in my school do not support the principal had a mean of 2.13 and was rejected.

Research Question Four

How does disengaged school climate influence teaching effectiveness?

Table 4.4: Result of Data Analysed on Disengaged Climate and Teaching Effectiveness

S/N	Disengaged School Climate	VGE	GE	LE	VLE	TOT	X	R/A
16.	The principal is open to his/her teachers.	140	90	80	92	382	1.89	R
17.	The principal of my school has low directive on his/her teachers.	100	105	100	92	397	1.97	R
18.	The principal show concern and also support his school teachers.	200	180	60	62	502	2.49	R
19	The principal gives his/her teachers freedom to act on their professional Knowledge.	240	210	80	32	562	2.78	A
20.	The teachers in my school are cordial to themselves alone and not with the principal.	220	195	90	37	542	2.68	A
	Cluster Mean						2.35	

Result of data analysis presented in table 5 shows that the respondents agreed to a low extent that disengaged school climate influence teachers teaching effectiveness. This was observed from the cluster mean which had a mean of 2.35. it was observed from the table above that the principal is open to his/her teachers has a mean of 1.89 and was rejected. The principal has low directive on his or her teachers had a mean of 1.97 and was rejected. The principal show concern for and also support his/her school teachers had a mean of 2.49 and was rejected. The principal gives his/her teachers freedom to act on their professional knowledge had a mean of 2.78 and was accepted. The teachers in my school are cordial to themselves and not with the principal had a mean of 2.68 and was accepted.

4.2: Test of Hypotheses

Hypothesis One

There is no significant difference between the mean rating scores of male and female teachers on the influence of open school climate on teaching effectiveness.

Table 4.5: Result of Hypothesis Test on the Influence of Open School Climate on Teaching Effectiveness

SOURCES	n	Mean	S. D	p	Z _{cal}	Z _{crit.}	Decision
Male	33	2.76	0.10				
				P<.05	1.41	1.96	Do not Reject Ho
Female	169	2.73	0.16				

Results of hypothesis test presented in the table show that there is no significant difference between the mean rating scores of male and female teachers on the influence of open school climate on teaching effectiveness. This was observed from the calculated Z- value of 1.41 which was less than the critical value of 1.96. From the table, the mean score of 33 male teachers was 2.76 with a standard deviation of 0.10 while the mean score of 169 female teachers was 2.73 and a standard deviation of 0.16. The probability level was 0.05 while the calculated and critical Z were 1.41 and 1.96 respectively. Since the calculated Z was less than the critical Z, the null hypothesis was not rejected.

Hypothesis Two

There is no significant difference between the mean rating scores of male and female teachers on the influence of closed school climate on teaching effectiveness.

Table 4.6: Result of Hypothesis Test on the Influence of Closed School Climate on Teaching Effectiveness

SOURCES	n	Mean	S. D	P	Z _{cal}	Z _{crit.}	Decision
Male	33	2.22	0.19	P<.05	1.06	1.96	Do not Reject Ho
Female	169	2.26	0.20				

Results of hypothesis test presented in table 4.5 above show that there is no significant difference between the mean rating scores of male and female teachers on the influence of closed school climate on teaching effectiveness. This was observed from the calculated Z- value of 1.06 which was less than the critical Z of 1.96. From the table, the mean score of 33 male teachers was 2.22 with a standard deviation of 0.19 while the mean score of the 169 female teachers was 2.26 and the standard deviation 0.20. The probability level was 0.05 while the calculated and critical Z were 1.06 and 1.96 respectively. Since the calculated Z was less than the critical Z, the null hypothesis was not rejected.

Hypothesis Three

There is no significant difference between the mean rating scores of Semi-Urban and Urban teachers on the influence of engaged school climate on teaching effectiveness.

Table 4.7: Result of Hypothesis Test on the Influence of Engaged School Climate on Teaching Effectiveness

SOURCES	n	Mean	S. D	P	Z _{cal}	Z _{crit.}	Decision
Semi- Urban	95	2.52	0.11	P<.05	1.68	1.96	Do not Reject Ho
Urban	107	2.55	0.14				

Results of hypothesis test presented in table 4.7 above show that there is no significant difference between the mean rating scores of semi-urban and urban teachers on the influence of engaged school climate on teaching effectiveness. From the table, it was observed that the calculated Z value of 1.68 is less than the critical Z value of 1,96. The mean score of 95 semi-urban teachers was 2.52 with a standard deviation of 0.11 while the mean score of 107 urban was 2.55 with a standard deviation of 0.14. The probability level was 0.05. since the calculated Z of 1.68 is less than the critical Z of 1.96, the null hypothesis was not rejected.

Hypothesis Four

There is no significant difference between the mean rating scores of semi-urban and urban teachers on the influence of disengaged school climate on teaching effectiveness.

Table 4.8: Result of Hypothesis Test on the Influence of Disengaged School Climate on Teaching Effectiveness

SOURCES	n	Mean	S. D	P	Z_{cal}	Z_{crit.}	Decision
Semi-Urban	95	2.35	0.12				
				P<.05	1.16	1.96	Do not Reject Ho
Urban	107	2.39	0.15				

Results of hypothesis test presented in table 4.8 show that there is no significant difference between the mean rating scores of semi-urban and urban teachers on the influence of disengaged school climate on teachers' effectiveness. This was observed from the calculated Z value of 1.16 which is less than the critical Z of 1.96. From the table, the mean score of 95 semi-urban male teachers was 2.35 with a standard deviation of 0.12, while the mean score of 107 urban teachers was 2.39 with a standard deviation of 0.15. The probability level was 0.05 while

the calculated and critical Z were 1.16 and 1.96 respectively. Since the calculated Z was less than the critical Z, the null hypothesis was not rejected.

4.3 Summary of Findings

Based on this study, the following findings were made

- 1) The respondents agreed to a great extent that open school climate influences teachers effectiveness.
- 2) The respondents agreed to a low extent that closed school climate influences teachers effectiveness.
- 3) The respondents agreed to a great extent that engaged school climate influences teachers effectiveness.
- 4) The respondents agreed to a low extent that disengaged school climate influences teachers effectiveness.
- 5) There is no significant difference between the opinion of principals and teachers on the influence of open climate on teachers effectiveness.
- 6) There is no significant difference between the opinion of principals and teachers on the influence of closed school climate on teachers effectiveness.
- 7) There is no significant difference between the opinion of principals and teachers on the influence on the influence of engaged school climate on teachers effectiveness.
- 8) There is no significant difference between the opinion of principals and teachers on the influence of disengaged school climate on teachers effectiveness.

CHAPTER FIVE

SUMMARY, CONCLUSION, IMPLICATIONS AND RECOMMENDATIONS

This chapter deals with major findings of the research such as Discussion of findings, conclusions, Educational Implications of the Study, Recommendations, Limitations and suggestion for further studies.

5.1: Discussion of Findings

Open Climate and Teacher Effectiveness

The first research question was asked to find out the extent to which open climate influences teacher effectiveness. From the results of data analysis presented in the previous chapter, it was observed that open climate influences teacher effectiveness to a great extent. This was read from the value of the cluster mean which falls within the range of great extent within the decision norm.

Of the five items included in the questionnaire to elicit the needed responses to help answer this research question, four were accepted while one was rejected. Accepted were that their principals relate very well with teachers in the school by complimenting them in their works; principals in their schools listen to and accept suggestions from their teachers; the staff with these principals relate cordially with one another, and that the principals use constructive criticisms to correct the teachers.

Results of the hypothesis test concluded in respect of this research question show that there is no significant difference in the opinion of male and female teachers on the influence of open climate on teacher effectiveness. The conclusion was arrived at from the value of the

calculated z which was less than the critical z . this implies that both the male and the female teachers are saying the same thing on the influence of open climate on teacher effectiveness.

These findings are in consonance with the findings of Murshidi (2008) who found out that good organizational climate contains motivating factors that make employees to be dedicated to work. The school being a place where the human brain is regularly put to work needs to have cordialities that will make teachers to bring out and put their best skills to work. This is why the professional training of teachers include various skills of creating rapport within the staff and the school authorities.

Closed Climate and Teaching Effectiveness

The second research question set out to determine the extent to which closed climate influences teaching effectiveness. From the results of data analysis presented in the penultimate chapter, it was observed that the respondents agreed to a great extent that closed school climate influences teaching effectiveness. This conclusion was drawn from looking at the value of the cluster mean which falls within the range of great extent within the decision norm.

Looking at the items included in the questionnaire to garner the needed responses that will be used to answer this research question, the researcher observed that only two of the items were accepted while three were rejected. The two that were accepted were that their school principals monitor everything their teachers do and that the principals maintain social distance from the teachers.

Results of hypothesis test conducted to know if male and female teachers are saying the same thing on the influence of closed climate on teaching effectiveness showed that there is no significant difference between the opinion of the male and the female teachers on it. That is, both

the male and the female teachers are saying that closed climate influences teaching effectiveness to a great extent but negatively. This observation was made from the value of the calculated z which is less than the critical value.

This finding corroborates the findings of other researchers like Chandrasekar (2011) who opined that the workplace environment impacts on employee morale, productivity and job performance both positively and negatively. If the work environment is not liked by the employees, they get demotivated and their performance is also affected by poorly designed work timing, unsuitable authorities or duties, lack of appreciation and lack of personal decision-making opportunity. Continuing Chandraseker (2011) said that teachers who work in such environment are not satisfied; they feel stressed and has negative impacts on their effectiveness. This is why administrators loath this organisational climate.

Engaged Climate and Teaching Effectiveness

For research question three, the purpose was to find out the extent to which engaged climate influences teaching effectiveness. The results of data analysis presented in chapter four show that the respondents agree to a great extent that engaged climate influences teaching effectiveness. This observation was made the value of the cluster mean which falls within the range of great extent in the decision norm.

Of all the five items included in the questionnaire to elicit the needed responses, three were rejected while two were accepted. The three that were rejected were negatively cued items. Thus, the rejection implies acceptance. In other words, all the five items were accepted. These are that the teachers in their various schools are open to one another and satisfied with their work, the principals care about the teachers in their schools. They disagreed that their principals

are rigid and autocratic. They rejected that their principals are ineffective in controlling their teachers and also rejected the statement that the teachers do not support the principals.

Results of hypothesis test conducted in respect of this research question showed that there is no significant difference between the opinion of Urban and Semi-Urban teachers on the influence of engaged climate on teaching effectiveness. This implies that both the Semi-urban and the Urban teachers are saying the same thing on the influence of engaged climate on teaching effectiveness.

The engaged climate has acquired a reputation of likeness from seasoned administrator as being the most effective organizational climate for institutional growth. In his study, Adeyemi (2010) observed that many of the principals in the schools he studied employed the engaged style of climate leadership. However, he opined that the autocratic style gives the greatest productivity and opined that engaged and autocratic styles could be used interchangeably depending on situations.

Disengaged Climate and Teaching Effectiveness

Research question four sought to find out the extent to which disengaged school climate influences teachers' productivity. From the data analysis made in respect of this research question, it was observed that the respondents agreed to a great extent that disengaged organisational climate influences teachers performance. This was observed from the cluster mean which is greater than the mean used as a decision bench mark.

From the table, the researcher observed that of the five items included in the questionnaire to gather the needed information, only two were accepted while three were

rejected. The items that were accepted were that the principal gives the teachers freedom to act on their professional knowledge and that teachers in their schools are cordial to themselves only.

Results of the hypothesis conducted in respect of this research question show that there is no significant difference between the mean opinion of urban and semi-urban teachers on the influence of disengaged climate on teachers' effectiveness. This means that both teachers in urban and semi-urban schools are saying that disengaged school climate has the same influence on them.

This finding is in line with the findings of Adeyemi (2010) who argued that teachers would always prefer working with principals that are open in their relationship with teachers and students rather than working with one that sees every action as confidential. Such principals make teachers to be suspicious of his actions and of other teachers in the school. Hence principals need to think twice and evaluate their ways of relating with teachers to be able to create a conducive atmosphere for the teachers to work in.

5.2: Conclusion

From these analysis, it was concluded that open school climate enhances teachers effectiveness than closed school climate. schools operating closed school climate hinder the effectiveness of teachers because of the attitude of the principals.

Engaged school climate facilitates teachers effectiveness while disengaged school climate leads to teachers ineffectiveness. These findings show that school climate determine to a high degree teachers effectiveness. Allowing close organistional climate to exist in a school will spell doom for the school system.

5.3: Educational Implications of the Study

The implication of the influence of organizational climate on teachers effectiveness in the school system cannot be over emphasized. Effective teaching and learning can only be made possible in an atmosphere that is both conducive and friendly. This can only be achieved through ensuring that the schools have well-equipped facilities that are well maintained with proper support of the teachers for them to perform their responsibilities effectively.

The success of teaching and learning in the school system largely depend on how the principal perform their administrative duties as well as their leadership styles. To ensure the success of the educational enterprise, there is need for the school principal to ensure good and harmonious relationship with their teachers. This can be done through adopting administrative skills that will carry everyone along, ensure recognition of efforts of the teachers, protecting their interest, encouraging their professional improvement and maintaining effective communication flow in the schools.

5.4: Recommendations

1) The principals should know that the school is a social organisation and not his private job, as a result try to show good example so that his/her teachers will follow his/her footsteps because his/her personality and character are the best parameters for measuring the overall tone of the school.

2) The principals should ensure smooth school administration through the establishment of conducive school climate in their school administration.

3) Schools should adequately be supplied with current teaching or instructional materials to promote staff motivation and performance.

- 4) Teachers should respect and cooperate with each other for this encourages team spirit. When teachers are effective in their teaching, there will be improvement in the whole educational system.
- 5) The State School Management Board should also help the to create a good and conducive environment by promptly paying teachers their salaries, allowances and promote them as at when due.
- 6) The principals should see the teacher as his or her equals in the same profession and listen to their advice and constructive criticisms for the interest of the schools.
- 7) Seminars and Workshops should be frequently organized in the schools to help improve the professional growth of the teachers.

5.5 Limitations of the Study

In the course of this study, the researcher encountered some challenges. This study was limited by the typical characteristic of the survey data through the use of questionnaire. It is not enough depending on survey data because sometimes information gathered could be incomplete and peripheral in nature and subject to what Educational Research Network for West Africa and Central Africa (ERNWACA, 2006) termed “Scoring” (p.6) a situation where respondents may just close their eyes and tick. That limitation was however reduced by stating items in both positive and negative cued formats.

Another constraint is dearth of adequate literature as it relates to Organisational Climate and Teaching Effectiveness in Secondary Schools particularly as it is applied to Aba North L.G.A. To take off this limitation, the researcher fell back on literature on related subject matters in other L.G. As through the use of the internet.

Also, the issue of bias was not completely ruled out by respondents. It is true that the respondents were literate and it was clearly stated that the exercise was not for promotional or suspension but just for academic purposes. However, this now made the researcher not to request for names of the respondents in the questionnaire that was used.

Due to some other activities like examinations, lecture and other academic work, enough time was not available for the research project.

Relevant data that were needed was not always available in some schools where majority of the teachers had no idea of the questions presented to them. So, the researcher spent time explaining to them in order to get data.

Also, inability to finance trips to places where relevant data could be gathered since the area of the survey were far from my residence, but aid was rendered to the researcher by her husband.

5.6: Suggestions for Further Study

Based on the researcher's findings, the following suggestions are made for further studies

- 1) A comparative study on the influence of school climate on academic achievement in other states could be conducted.
- 2) A study on assessment of school climate in Obingwa Local Government Area of Abia State should be carried out.
- 3) The influence of In-service training on changing principals organizational ability.

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Test of Hypothesis on the Influence of Open Climate on Teachers' Effectiveness

	Male (M)	Females (F)
n	33	169
x	2.02	2.73
SD	0.10	0.16

Ho: $\bar{X}_m = \bar{X}_f$
 H_A: $\bar{X}_m \neq \bar{X}_f$
 P < 0.05

Decision Rule: If $Z_{cal} \geq Z_{crit}$ Reject H₀

$$\begin{aligned}
 Z_{cal} &= \frac{\bar{X}_m - \bar{X}_f}{\sqrt{\frac{(SD)^2_m}{n_m} + \frac{(SD)^2_f}{n_f}}} = \frac{2.75 - 2.73}{\sqrt{\frac{(0.10)^2}{33} + \frac{(0.16)^2}{169}}} \\
 &= \frac{0.03}{\sqrt{\frac{0.01}{33} + \frac{0.0256}{169}}} = \frac{0.03}{\sqrt{0.00030303 + 0.000151479}} \\
 &= \frac{0.03}{\sqrt{0.000454509}} = \frac{0.03}{0.02131923} \\
 Z_{cal} &= 1.407180239
 \end{aligned}$$

$Z_{cal} = 1.41$; $Z_{crit} = 1.96$. Decision = Do not reject H₀

Table 4.1 Results of Hypothesis Test on the Influence of Open Climate on Teachers' Effectiveness.

Source	n	\bar{x}	SD	P	Z_{cal}	Z_{crit}	Decision
Male	33	2.76	0.10	<0.05	1.41	1.96	Do not Reject Ho.
Female	169	2.73	0.16				

Test of Hypothesis on the Influence of Closed Climate on Teachers' Effectiveness

	Male (M)	Females (F)
\bar{n}	33	169
\bar{x}	2.02	2.20
\overline{SD}	0.20	0.19

$H_0: \bar{X}_f = \bar{X}_m$
 $H_A: \bar{X}_f \neq \bar{X}_m$
 $P < 0.05$

Decision Rule: If $Z_{cal} \geq Z_{crit}$ Reject H_0

$$\begin{aligned}
 Z_{cal} &= \frac{\bar{X}_f - \bar{X}_m}{\sqrt{\frac{(SD)_m^2}{n_m} + \frac{(SD)_f^2}{n_f}}} = \frac{2.26 - 2.22}{\sqrt{\frac{(0.20)^2}{33} + \frac{(0.19)^2}{169}}} \\
 &= \frac{0.04}{\sqrt{\frac{0.04}{33} + \frac{0.0361}{169}}} = \frac{0.04}{\sqrt{0.001212121 + 0.000213609}} \\
 &= \frac{0.04}{\sqrt{0.00142573}} = \frac{0.04}{0.037758849} \\
 Z_{cal} &= 1.059354324
 \end{aligned}$$

$Z_{cal} = 1.06; Z_{crit} = 1.96$, Decision = Do not reject H_0

Table 4.1 Results of Hypothesis Test on the Influence of Closed Climate on Teachers' Effectiveness.

Source	n	\bar{x}	SD	P	Z_{cal}	Z_{crit}	Decision
Male	33	2.22	0.19	<0.05	1.06	1.96	Do not Reject H_0 .
Female	169	2.73	0.16				

Test of Hypothesis on the Influence of Engaged Climate on Teachers' Effectiveness

Semi Urban (su)

Urban (u)

n	107	95
\bar{x}	2.52	2.55
SD	0.11	0.14

$$H_0: \bar{X}_u = \bar{X}_{su}$$

$$H_A: \bar{X}_u \neq \bar{X}_{su}$$

$$P < 0.05$$

Decision Rule: If $Z_{cal} \geq Z_{crit}$ Reject H_0

$$\begin{aligned}
 Z_{cal} &= \frac{\bar{X}_u - \bar{X}_{su}}{\sqrt{\frac{(SD)_{su}^2}{N_u} + \frac{(SD)^2}{n_u}}} = \frac{2.55 - 2.52}{\sqrt{\frac{(0.14)^2}{95} + \frac{(0.11)^2}{107}}} \\
 &= \frac{0.03}{\sqrt{\frac{0.0196}{95} + \frac{0.0361}{107}}} = \frac{0.03}{\sqrt{0.000206315 + 0.0001130}} \\
 &= \frac{0.03}{\sqrt{0.000319399}} = \frac{0.03}{0.017871762} \\
 Z_{cal} &= 1.678625691
 \end{aligned}$$

$$Z_{cal} = 1.68; Z_{crit} = 1.96; \text{ Decision: Do not reject } H_0$$

Table 4.1 Results of Hypothesis Test on the Influence of Engaged Climate on Teachers' Effectiveness.

Source	n	\bar{x}	SD	P	Z_{cal}	Z_{crit}	Decision
Semi Urban	95	2.52	0.11	<0.05	1.68	1.96	Do not Reject H_0 .
Urban	107	2.55	0.14				

Test of Hypothesis on the Influence of Disengaged Climate on Teachers' Effectiveness

Semi Urban (s_u)

Urban ($_u$)

n	95	107
\bar{x}	2.35	2.39
SD	0.12	0.15

$$H_0: \bar{X}_u = \bar{X}_{su}$$

$$H_A: \bar{X}_u \neq \bar{X}_{su}$$

$$P < 0.05$$

Decision Rule: If $Z_{cal} \geq Z_{crit}$ Reject H_0

$$\begin{aligned}
 Z_{cal} &= \frac{\bar{X}_u - \bar{X}_{su}}{\sqrt{\frac{(SD)_{su}^2}{n_u} + \frac{(SD)^2}{n_{su}}}} = \frac{2.39 - 2.36}{\sqrt{\frac{(0.15)^2}{107} + \frac{(0.12)^2}{95}}} \\
 &= \frac{0.04}{\sqrt{\frac{0.0225}{107} + \frac{0.0361}{95}}} = \frac{0.03}{\sqrt{0.00021028 + 0.0001515}} \\
 &= \frac{0.04}{0.190226} = \frac{0.03}{0.000361859} = 1.1577071461 \quad 0.000361859
 \end{aligned}$$

$$Z_{cal} = 1.16; \quad Z_{cal} = 1.96; \quad Z_{crit} = 1.96$$

Decision = Do not reject H_{ocal}

Table 4.1 Results of Hypothesis Test on the Influence of Disengaged Climate on Teachers' Effectiveness.

Source	n	\bar{x}	SD	P	Z	Z_{crit}	Decision
Semi Urban	95	2.38	0.12	<0.05	1.16	1.96	Do not Reject H_0 .
Urban	107	2.39	0.15				

INTRODUCTORY LETTER

Post Graduate Diploma in Education,
National Teachers Institute (NTI),
School of Health Technology,
Aba Study Center,
Abia State
Date 23rd July, 2019

Dear Respondent,

I am a post graduate student of the above Institute, carrying out a research study on the topic “Organisational Climate and Teaching Effectiveness in Secondary Schools in Aba North L.G.A of Abia State.

I request that you help provide the information required for the success of the project work.

I assure you that any information given in response to this questionnaire will be utilized for this research work only and will be kept strictly confidential.

Thanks

Yours faithfully,

Eze Laurel
(Researcher)

CLUSTER C: ENGAGED SCHOOL CLIMATE AND TEACHING EFFECTIVENESS

S/N	ITEMS	VGE	GE	LE	VLE
11.	In my school, the teachers are open to teach other and satisfied with their work				
12.	The principal cares about the welfare pays attention to the case of the teachers in my school				
13.	The principal of my school is rigid and autocratic				
14.	The principal in my school is ineffective in controlling his/her teachers.				
15.	Teachers in my school do not support the principal				

CLUSTER D: DISENGAGED SCHOOL CLIMATE AND TEACHING EFFECTIVENESS

S/N	ITEMS	VGE	GE	LE	VLE
16.	The principal is open to his /her teachers.				
17.	The principal of my school has low directive on his/her teachers.				
18.	The principal show concern and support his school teachers				
19.	The principal gives his/her teachers freedom to act on their professional knowledge.				
20.	The teachers in my school are cordial to themselves alone and not with the principal				